

CHAPTER 21 LESSON 1

PLANNING BOX FOR LESSON 1	
LESSON PLANS:	Jingles: No jingles. Grammar: Introduce Mixed Patterns 1-5. Classify Introductory Sentences. Oral Skill Builder Check: Do an oral check of a given set of skill builders. Skills: Introduce how to identify and categorize kinds of pronouns. Give Skill Test. Writing: Give Writing Assignment # 33 Part 1: Independent Research Report. (Students will choose a topic from a selected list. Teacher must approve chosen topic.)
OBJECTIVES:	1. Students will label each word in a set of Introductory Sentences to review skills in Patterns 1-5. 2. Students will review a given set of skills in an Oral Skill Builder Check. 3. Students will identify and categorize demonstrative, indefinite, interrogative, and possessive pronouns. 4. Students will identify and categorize the person and case of personal pronouns. 5. Students will do the first step in their independent writing assignment: choose a topic, narrow the topic, and have the teacher approve the narrowed topic.
PREPARATION:	Use student pages 197-199 and Skill Test (<i>student book page 200 or student test workbook page 53</i>). Put the Introductory Sentences on the board or overhead (<i>located in teaching steps</i>). Know the question and answer flow for the Introductory Sentences. Schedule library time for Lesson 2.

STEP 1: Have the Introductory Sentences below on the board or overhead to classify with your students. Tell students that the sentences they classify with you today will be a mixture of Patterns 1-5. As you classify these mixed pattern sentences with your class, have them look carefully at the main parts so they can identify the correct pattern for each sentence. Again, for the greatest benefit, students must participate orally with the teacher.

Chapter 21 Introductory Sentences
1. _____ Wise people are firm on issues of right and wrong. 2. _____ This foreign battlefield was the scene of a bloody encounter. 3. _____ Claudia washed and styled her hair before dinner. 4. _____ The pilot finally landed in Paris after many fatiguing hours of flight. 5. _____ Mom's Sunday dinner always tastes delicious.

Question and Answer Flow for Sentence 1: Wise people are firm on issues of right and wrong.	
1. Who are firm on issues of right and wrong? people - SN 2. What is being said about people? people are- V 3. People are what? firm- verify the adjective 4. What kind of people? firm - PA 5. Are - LV 6. On - P 7. On what? issues - OP 8. Of - P 9. Of what? right and wrong - COP, COP 10. And - C 11. What kind of people? wise - Adj	12. SN LV PA P5 Check 13. Check the verb: linking verb. 14. Check again for prepositional phrases. 15. (On issues) - Prepositional phrase 16. (Of right and wrong) - Prepositional phrase 17. Period, statement, D 18. Go back to the verb - divide the complete subject from the complete predicate. 19. Is there an adverb exception? No. 20. Is this sentence in a natural or inverted order? Natural - no change.
Classified Sentence:	Adj SN LV PA P OP P COP C COP SN LV Wise people / are firm (on issues) (of right and wrong.) D PA P5

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Question and Answer Flow for Sentence 2: This foreign battlefield was the scene of a bloody encounter.

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| <ol style="list-style-type: none"> 1. What was the scene of a bloody encounter?
battlefield - SN 2. What is being said about battlefield?
battlefield was - V 3. Battlefield was what? scene - verify the noun 4. Does scene mean the same thing as battlefield? Yes. 5. Scene - PrN 6. Was - LV 7. The - A 8. Of - P 9. Of what? encounter - OP 10. What kind of encounter? bloody - Adj 11. A - A | <ol style="list-style-type: none"> 12. What kind of battlefield? foreign - Adj 13. Which battlefield? this - Adj 14. SN LV PrN P4 Check 15. Check the verb: linking verb. 16. Check again for prepositional phrases. 17. (Of a bloody encounter) - Prepositional phrase. 18. Period, statement, D 19. Go back to the verb - divide the complete subject from the complete predicate. 20. Is there an adverb exception? No. 21. Is this sentence in a natural or inverted order?
Natural - no change. |
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Classified Sentence:

	Adj	Adj	SN	LV	A	PrN	P	A	Adj	OP
<u>SN LV</u>	This foreign battlefield / was the scene (of a bloody encounter.) D									
<u>PrN P4</u>										

Question and Answer Flow for Sentence 3: Claudia washed and styled her hair before dinner.

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|---|---|
| <ol style="list-style-type: none"> 1. Who washed and styled her hair before dinner?
Claudia - SN 2. What is being said about Claudia?
Claudia washed and styled - CV, CV 3. Claudia washed and styled what?
hair - verify the noun 4. Does hair mean the same thing as Claudia? No. 5. Hair - DO 6. Washed and styled - CV-t, CV-t 7. Whose hair? her - PPA 8. Before - P | <ol style="list-style-type: none"> 9. Before what? dinner - OP 10. And - C 11. SN V-t DO P2 Check 12. Check the verb - verb-transitive. 13. Check again for prepositional phrases. 14. (Before dinner) - Prepositional phrase 15. Period, statement, D 16. Go back to the verb - divide the complete subject from the complete predicate. 17. Is there an adverb exception? No. 18. Is this sentence in a natural or inverted order?
Natural - no change. |
|---|---|

Classified Sentence:

	SN	CV-t	C	CV-t	PPA	DO	P	OP
<u>SN V-t</u>	Claudia / washed and styled her hair (before dinner.) D							
<u>DO P2</u>								

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Question and Answer Flow for Sentence 4: The pilot finally landed in Paris after many fatiguing hours of flight.

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| 1. Who landed in Paris after many fatiguing hours of flight?
pilot - SN | 12. The - A |
| 2. What is being said about pilot? pilot landed - V | 13. SN V P1 Check |
| 3. In - P | 14. (In Paris) - Prepositional phrase |
| 4. In what? Paris - OP | 15. (After many fatiguing hours) - Prepositional phrase |
| 5. After - P | 16. (Of flight) - Prepositional phrase |
| 6. After what? hours - OP | 17. Period, statement, D |
| 7. What kind of hours? fatiguing - Adj | 18. Go back to the verb - divide the complete subject from the complete predicate. |
| 8. How many hours? many - Adj | 19. Is there an adverb exception? Yes - change the line. |
| 9. Of - P | 20. Is this sentence in a natural or inverted order? |
| 10. Of what? flight - OP | Natural - no change. |
| 11. Landed when? finally - Adv | |

Classified Sentence:

	A	SN	Adv	V	P	OP	P	Adj	Adj	OP	P	OP
<u>SN V</u>												
P1												

The pilot / finally landed (in Paris) (after many fatiguing hours) (of flight). **D**

Question and Answer Flow for Sentence 5: Mom's Sunday dinner always tastes delicious.

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| 1. What always tastes delicious? dinner - SN | 9. SN LV PA P5 Check |
| 2. What is being said about dinner? dinner tastes- V | 10. Check the verb: linking verb. |
| 3. Dinner tastes what? delicious- verify the adjective | 11. Check again for prepositional phrases. |
| 4. What kind of dinner? delicious - PA | 12. No prepositional phrases. |
| 5. Tastes - LV | 13. Period, statement, D |
| 6. Tastes when (Or to what degree)? always - Adv | 14. Go back to the verb - divide the complete subject from the complete predicate. |
| 7. Which dinner? Sunday - Adj | 15. Is there an adverb exception? Yes - change the line. |
| 8. Whose dinner? Mom's - PNA | 16. Is this sentence in a natural or inverted order? |
| | Natural - no change. |

Classified Sentence:

	PNA	Adj	SN	Adv	LV	PA
<u>SN LV</u>						
PA P5						

Mom's Sunday dinner / always tastes delicious. **D**

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STEP 2: Now, use Sentences 1-5 that you just classified with your students to do an Oral Skill Builder Check. The following list provides you with the skill builders you have covered. You may add other skill builders to the list as you see the need for extra practice on a particular skill.

Oral Skill Builder Check

Use all five sentences:

1. **Noun check.**
(Say the job and then say the noun. Circle each noun.)
2. **Identify the nouns as singular or plural.**
(Write S or P above each noun.)
3. **Identify the nouns as common or proper.**
(Follow established procedure for oral identification.)
4. **Do a vocabulary check.**
(Follow established procedure for oral identification.)

Choose one sentence:

5. **Identify the complete subject.**
(Underline the complete subject once.)
6. **Identify the complete predicate.**
(Underline the complete predicate twice.)
7. **Identify the simple subject and predicate.**
(Underline the simple subject once and the simple predicate twice.)
8. **Do a subject/verb agreement check.**
(Change the verb to present tense if necessary. Do a singular and a plural subject/verb agreement check.)
9. **Do a verb chant.**
(The verb chant is done last.)

STEP 3: Have students turn to page 197 in their student books. Read and discuss the information on identifying and categorizing kinds of pronouns. Tell students that they will use the pronoun charts to do the guided practice with you on the next page. *(This information is reproduced for you in the order that you will need it on the next two pages.)*

Identify and Categorize Kinds of Pronouns

You have already studied several kinds of pronouns. In this chapter, you will identify the pronouns you have studied and then categorize them according to name, singular or plural, case (subjective, possessive, or objective), and person (first, second, or third person).

Study the charts below on identifying and categorizing pronouns. Then use the chart as you work through the practice exercises.